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ABSTRACT

This module on an integrative seminar in human service is one of a set of six developed to prepare human services workers for the changing mental health service delivery system. A total of eight objectives are included to help students integrate previously learned knowledge and skills into a process of assessing service need, developing treatment alternatives, implementing individualized treatment plans, and monitoring progress. Following notes on the target population (community college students), module length (51 hours plus experiential laboratory), and suggested class size (15-25 students), the module contains the following seven sections: (1) a list of behavioral objectives, (2) the instructional design of the module, (3) a pretest on the module goal, (4) a list of materials for the course, (5) instructional procedures for each behavioral objective, (6) a posttest on the module goal, and (7) student feedback on the module. In addition to listing instructional procedures for each objective, the module informs the student of the estimated class time for completion, equipment needed, and how to demonstrate competency. Appended material includes a review of the problem oriented record system, a team individualized treatment plan outline, and a lab experience evaluation form. (LRA)

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ED176103

CAREER EDUCATION FOR MENTAL HEALTH WORKERS

INTEGRATIVE SEMINAR IN HUMAN SERVICE

Edited by

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HUMAN SERVICE INSTRUCTIONAL SERIES

MODULE NO. 5

CAREER EDUCATION FOR MENTAL HEALTH WORKERS PROJECT
HUMAN RESOURCES INSTITUTE
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA 33620

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We refer you to our Occasional Paper, "Developing a Curriculum for Human Service Workers," Report No. 6, June 1978, for a detailed description of the needs assessment, the rationale for our curriculum design, a general discussion of our core course modules, sequence of courses, and the implications of implementing a Human Service Program.

MODULES IN THE HUMAN SERVICE INSTRUCTIONAL SERIES

No. 1 Human Relations Skills

No. 2 Interviewing and Influencing Skills

No. 3 Psychosocial Assessment

No. 4 Techniques of Intervention

No. 5 Integrative Seminar in Human Service

No. 6 Health Assessment

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INTEGRATIVE SEMINAR IN HUMAN SERVICE

Module Goal: This module will teach the student to integrate previously learned knowledge and skills into a process of assessing service need, developing treatment alternatives, implementing individualized treatment plans, and monitoring progress.

Prerequisite: Techniques of Intervention Module or with permission of the instructor

Target Population: Human Service students at the community college level

Module Length: 51 classroom hours and 16 hours experiential laboratory

Suggested Class Size: 15 - 25 students

Career Education for Mental Health Workers Project
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SECTION I: BEHAVIORAL OBJECTIVES

Upon completion of this module, the student will be able to:

1. conduct an evaluative interview with a client.

2. develop initial treatment alternatives with a client.

3. make use of the treatment team, specialists, supervisors, and colleagues as consultants.

4. write an evaluation, integrating details of an evaluative interview and other information gained.

5. develop and write a comprehensive, individualized treatment plan.

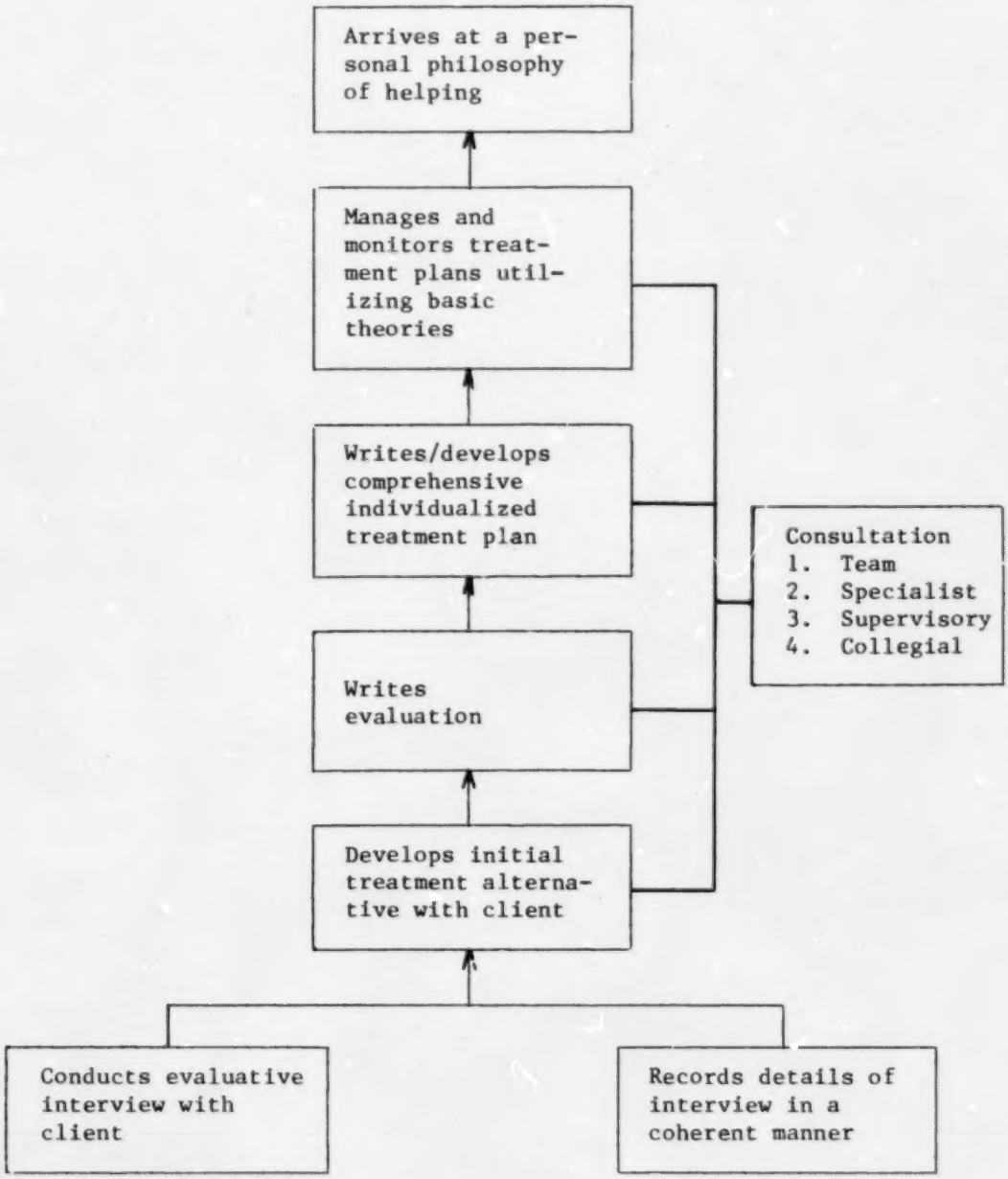
6. manage and monitor treatment plans.

7. use any of the following basic theories:

   A. Psychoanalytic Approach
   B. Existential-Humanistic Approach
   C. Client Centered Approach
   D. Gestalt Therapy
   E. Transactional Analysis
   F. Behavior Therapy
   G. Rational-Emotive Therapy
   H. Reality Therapy

8. describe his personal philosophy of helping, including ethical and personal issues.

SECTION II: INSTRUCTIONAL DESIGN


Arrives at a personal philosophy of helping
Manages and monitors treatment plans utilizing basic theories
Writes/develops comprehensive individualized treatment plan
Writes evaluation
Develops initial treatment alternative with client
Conducts evaluative interview with client
Records details of interview in a coherent manner
Consultation
1. Team
2. Specialist
3. Supervisory
4. Collegial

SECTION III: PRE-TEST

Check YES or NO as to whether or not you can answer each of the following questions.

YES	NO		
___	___	1.	What information do you need to gather in an evaluative interview with a client?
___	___	2.	Plan a format that could be used to record details of an interview.
___	___	3.	List at least ten examples of treatment alternatives.
___	___	4.	Describe the type of information that could be gained from each of the following: treatment team, specialists, colleagues.
___	___	5.	What information would you include in a written evaluation after you have interviewed a client, discussed treatment alternatives with him, and consulted with the treatment team, specialists, and colleagues?
___	___	6.	Create an imaginary client and write a hypothetical individualized treatment plan for him.
___	___	7.	Describe how you would manage and monitor the treatment plan developed in question 6.
___	___	8.	Describe how you could use each of the following treatment approaches:

A. Psychoanalytic
B. Existential-Humanistic
C. Client Centered
D. Gestalt
E. Transactional Analysis
F. Behavioral
G. Rational-Emotive
H. Reality

___	___	9.	What is your personal philosophy of helping?

If you cannot answer YES to all of these questions, this module should be helpful to you.

SECTION IV: LIST OF MATERIALS FOR COURSE

One copy of the Integrative Seminar in Human Service module for each student.

Texts

Corey, Gerald. Theory and Practice of Counseling and Psychotherapy. Brooks/Cole Publishing Co., Monterey, Cal., 1977.

Corey, Gerald. Manual for Theory and Practice of Counseling and Psychotherapy. Brooks/Cole Publishing Co., Monterey, Cal., 1977.

Textbooks used in previous human service modules are used as review and/or reference materials for this module.

Optional

Video camera, recorder, monitor, and blank tapes.

SECTION V: PROCEDURES

INTRODUCTION AND PRELIMINARY PREPARATION

Estimated class time for completion: 3 hours
Estimated Laboratory (Lab) time for completion: 1 hour

Procedure (to be followed in sequence)

Pre-test

Take pre-test on page 3 of this module.

Reading

Read chapter 1 in Corey text and manual: Introduction and Overview.

Teaching Modalities

a. Lecture/discussion: Overview of the module with special focus on Lab experience.
b. Lecture/discussion: Role of the primary consultant for Lab experience; selecting a primary consultant; obtaining a client.

Student Assignments

a. Take Survey of Attitudes and Values Related to Counseling and Psychotherapy: A Self-Inventory and Pretest, Pages 3-10 in Corey manual.
b. Obtain a primary consultant and client (Lab) and turn the names in to the instructor.

OBJECTIVE 1: The student will conduct an evaluative interview with a client.

Estimated class time for completion: 3 hours
Estimated Lab time for completion: 1 hour

Instructional Procedure

Reading

Review interview information in texts used in previous modules.

Teaching Modalities

a. Lecture/discussion: What information do you need to gather in an evaluative interview with a client.
b. Role play: In triads (helper, helpee, observer) practice conducting an evaluative interview. The observer gives feedback after the role play and each student switches roles until all three students have played each role.
c. Lecture/discussion: How to record information.
d. One student interviews a role-played client and records information. All other students observe and also record information. In small groups the students compare written records.
e. (optional) Videotape each student interviewing a role-played client. The student reviews the videotape and evaluates his own performance.

Student Assignments

a. Make a list of types of information you need to obtain in an evaluative interview with a client. Use this list to write examples of questions you would use to gain this information. Then organize your questions into a logical order of presentation.
b. Conduct an evaluative interview with a client (Lab).

Demonstration of Competency

Turn in to the instructor your written record of your evaluative interview.

OBJECTIVE 2: The student will develop initial treatment alternatives with a client.

Estimated class time for completion: 6 hours
Estimated Lab time for completion: 2 hours

Instructional Procedure A: An overview of the theories

Readings
a. Read chapter 10 in text: Case Illustration: Contrasts and Comparisons of Approaches.
b. Read pages 106-107 in manual: Case Example.
c. Read chapter 11 in text: Basic Issues in Counseling and Psychotherapy.

Teaching Modalities
a. Discussion questions: Activity 3, pages 104-106 in manual.
b. Discussion questions: pages 107-109 in manual.
c. Discussion questions numbers 10, 18, 20, 21, 22, and 23, pages 120-122 in manual. Time permitting, other questions from these pages may also be discussed.

Student Assignments
a. Fill in charts pages 110-117 in manual, following directions given.
b. Consultation and research as needed in order to supplement information gained from client in evaluative interview (Lab).

Instructional Procedure B: Ethical and personal issues

Readings
a. Read chapter 12 in text: Ethical Issues in Counseling and Psychotherapy.
b. Read chapter 13 in text: The Therapist as a Person.

Teaching Modalities
a. Discussion questions: pages 124-126 in manual.
b. Discussion questions: pages 130-131 in manual.

Student Assignments
a. Following the guidelines on page 127 in manual, write your philosophy of counseling.
b. Take Self-Inventory of Attitudes Relating to Ethical Issues in Counseling and Psychotherapy, pages 128-129 in manual.
c. Fill in pages 132-134 in manual: Personal Issues in Counseling and Psychotherapy.
d. Discuss treatment alternatives with client (Lab).

Demonstration of Competency (Objective 2, Procedures A and B)

Write a 1-2 page summary of meeting with client telling:
a. what treatment approaches you see as most suitable, and why.
b. what your client thinks and feels about treatment alternatives.

OBJECTIVE 3: The student will make use of the treatment team, specialists, supervisors, and colleagues as consultants.

Estimated class time for completion: 3 hours
Estimated Lab time for completion: 1 hour

Instructional Procedure

Teaching Modalities

a. Discussion/lecture on team concept.
b. Discussion/lecture on what information can be gained from the treatment team, specialists, and colleagues.
c. In-class collegial consultation concerning alternative treatments, strategies, etc.

Student Assignment

Meet with members of the treatment team, specialists, and colleagues to get their recommendations and feedback concerning treatment plans for your client (Lab).

Demonstration of Competency

Write a 1-2 page paper naming each person consulted and summarizing the information gained through consultations.

OBJECTIVE 4: The student will write an evaluation, integrating details of the evaluative interview and other information gained.

Estimated class time for completion: 3 hours
Estimated Lab time for completion: 1 hour

Instructional Procedure

Teaching Modalities

a. Review of Problem Oriented Record (POR). (see Addendum A)
b. (optional) Mini-lecture: Review of Written Communication Skills.

Student Assignment

Using a modified SOAPE* format write an evaluation, integrating details of the evaluative interview and other information gained. (Refer to papers written for previous assessments.)

Demonstration of Competency

Present your evaluation to your primary consultant for feedback. Make any corrections necessary for approval.

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*S.O.A.P.E. stands for Subjective, Objective, Assessment, Plans, Education; part of the Problem Oriented Record System. (see Addendum A)

OBJECTIVE 5: The student will develop and write a comprehensive individualized treatment plan.

Estimated class time for completion: 3 hours
Estimated Lab time for completion: 1 hour

Instructional Procedure

Teaching Modalities

a. Explain Team Individualized Treatment Plan (TITP). (see Addendum B)
b. Fill out a sample TITP.

Student Assignment

Using the TITP, develop and write a comprehensive individualized treatment plan for your client.

Demonstration of Competency

Have your TITP signed off first by the instructor and then by the other appropriate persons. If your TITP is not approved, consult, rewrite, and submit again until it is approved (Lab).

OBJECTIVE 6: The student will manage and monitor treatment plans.

Estimated class time for completion: 3 hours
Estimated Lab time for completion: 9 hours

Instructional Procedure

Teaching Modalities

a. Review treatment plans students have developed.
b. Lecture/discussion: Practical aspects of successful implementation of treatment plans.
c. In-class collegial consultation (as needed).

Student Assignments (to be carried out during the next eight weeks)

a. Implement treatment plan for your client (Lab).
b. Make appropriate notations in case files (Lab).
c. Consultation as needed.

Demonstration of Competency (to be completed after eight weeks of work with client)

Meet with your primary consultant to receive feedback and have the Lab experience evaluation form (Addendum C) completed. Turn in the completed form to the instructor.

OBJECTIVE 7: The student will make use of basic theories.

Estimated class time for completion: 24 hours (3 hours for each theory)
Estimated Lab time: optional*

A. Psychoanalytic Approach

Instructional Procedure

Pre-test
Take pre-test in manual, pages 11-12.

Reading
Read text chapter 2: The Psychoanalytic Approach.

Teaching Modalities (all contained in the manual, chapter 2)
a. Discussion questions
b. Activities and exercises
c. Case samples
d. Review of highlights

Student Assignment
Integrate theory into treatment as needed (Lab).

B. The Existential-Humanistic Approach

Instructional Procedure

Pre-test
Take pre-test in manual, pages 23-24.

Reading
Read text chapter 3: The Existential-Humanistic Approach.

Teaching Modalities (all contained in manual, chapter 3)
a. Discussion questions
b. Activities and exercises
c. Case samples
d. Review of highlights

Student Assignment
Integrate theory into treatment as needed (Lab).

*Students will integrate suitable materials from any of the basic theories that would be helpful to their clients into the treatment already being carried out for Objective 6. In most cases no additional Lab time will be needed.

C. The Client-Centered Approach

Instructional Procedure

Pre-test
Take pre-test in manual, pages 35-36.

Reading
Read text chapter 4: The Client-Centered Approach

Teaching Modalities (all contained in manual, chapter 4)
a. Discussion questions
b. Activities and exercises
c. Case samples
d. Review of highlights

Student Assignment
Integrate theory into treatment as needed (Lab).

D. Gestalt Therapy

Instructional Procedure

Pre-test
Take pre-test in manual, pages 44-45.

Reading
Read text chapter 5: Gestalt Therapy.

Teaching Modalities (all contained in manual, chapter 5)
a. Discussion questions
b. Activities and exercises
c. Case samples
d. Review of highlights

Student Assignment
Integrate theory and treatment as needed (Lab).

E. Transactional Analysis

Instructional Procedure

Pre-test
Take pre-test in manual, pages 57-58.

Reading
Read text chapter 6: Transactional Analysis

Teaching Modalities (all contained in manual, chapter 6)
a. Discussion questions
b. Activities and exercises
c. Case samples
d. Review of highlights

Student Assignment
Integrate theory into treatment as needed (Lab).

F. Behavior Therapy

Instructional Procedure

Pre-test
Take pre-test in manual, pages 73-74.

Reading
Read text chapter 7: Benavior Therapy

Teaching Modalities (all contained in manual, chapter 7)
a. Discussion questions
b. Activities and exercises
c. Case samples
d. Review of highlights

Student Assignment
Integrate theory and treatment as needed (Lab).

G. Rational-Emotive Therapy

Instructional Procedure

Pre-test
Take pretest in manual, pages 88-89.

Reading
Read text chapter 8: Rational-Emotive Therapy

Teaching Modalities (all contained in manual, chapter 8)
a. Discussion questions
b. Activities and exercises
c. Case samples
d. Review of highlights

Student Assignment
Integrate theory and treatment as needed (Lab).

H. Reality Therapy

Instructional Procedure

Pre-test
Take pre-test in manual, pages 97-98.

Reading
Read text chapter 9: Reality Therapy.

Teaching Modalities (all contained in manual, chapter 9)
a. Discussion questions
b. Activities and exercises
c. Case samples
d. Review of highlights

Student Assignment
Integrate theory and treatment as needed (Lab).

Demonstration of Competency

Give an oral report to the class of how you have used basic theories in working with your client.

OBJECTIVE 8: The student will describe his personal philosophy of helping, including ethical and personal issues.

Estimated class time for completion: 1-3 hours

Instructional Procedure

Student Assignments

a. Using the guidelines on pages 127-128 of the manual, write your personal philosophy of counseling.
b. (optional) Retake the Self-Inventory of Attitudes Relating to Ethical Issues in Counseling and Psychotherapy, pages 128-129 in manual.
c. (optional) Redo Personal Issues in Counseling and Psychotherapy, pages 132-134 in manual.
d. (optional) Retake Survey of Attitudes and Values Related to Counseling and Psychotherapy: A Self-Inventory and Pretest, pages 3-10 in manual.

Teaching Modality

Class sharing and discussion of papers written. (A comparison of this paper to the one written in Objective 2, Procedure B, Student Assignment a., provides excellent summary and integration material, documenting for each student the personal learning which occurred during the module.)

Demonstration of Competency

Students use papers to assess their own development.

SECTION VI: POST-TEST

1. List the types of information you gathered in the evaluative interview.
2. What format did you use to record the details of the interview?
3. What treatment alternatives did you discuss?
4. What information did you gain from each of the following:
   a. Treatment Team
   b. Specialists
   c. Supervisor
   d. Colleagues
5. Write a summary integrating your evaluative interview and all other information gained.
6. Summarize your treatment plan.
7. Describe how you managed and monitored your plan.
8. Which basic theories did you use and how did you use them?
9. What was the end result in terms of:
   a. Benefit to the client.
   b. Your personal philosophy of helping.

SECTION VII: FEEDBACK

In order to improve this Integrative Seminar in Human Service module your ongoing feedback is essential. As you work through this module, please record specific information on what was helpful to you and what was not. Also include any suggestions or ideas that occur to you. (This feedback will in no way affect your grade.)

Please evaluate each of the following:

1. The textbook and the manual:

2. Lecture/discussions:

3. In-class activities:

4. Student assignments:

5. The Lab experience:

6. Evaluation/grading system:

7. How relevant the course material was to you as a Human Service Worker:

8. Additional comments:

SECTION VIII: ADDENDUM A

Review of Problem Oriented Record
Florida State Hospital at Chattahoochee

Several concepts are involved in the Problem-Oriented Record System:

AUDIT: An educational tool used to measure the effectiveness of POR charting.

DATA BASE: This generally includes all of the information arriving with the patient in regard to past history and treatment. In addition, it includes all basic history and present information obtained by the staff on admission of the patient. This includes physical, laboratory, and psychological test data, as well as admission notes, and social history types of information. The Data Base supplies the information necessary to develop the Problem List.

INACTIVE PROBLEM: A problem that does not require current management.

PROBLEM: Something that bothers the patient, his family, or society.

PROBLEM LIST: This is the core of the patient's record. It is a list of the problems the patient has that are suggested by the information found in the Data Base. The staff develops this list of problems. Since they are the reason the patient is at the hospital, when major problems are controlled through treatment or referral, the patient will be released.

PROGRESS NOTES: These are not simple narratives of what the patient has been doing. The progress notes are keyed directly to a problem from the problem list which is identified by number and title before the progress note is written. A good progress note more clearly elaborates on what the problem is; the evidence for thinking the patient has that problem; what they are doing about it; and what effect the treatment is having. In order to assist in these goals it is considered best to write progress notes in a standard format called S.O.A.P.E.

S.O.A.P.E.: This is the standard format for a progress note:

S: (Subjective information) - Anything the patient says about his problem or the treatment he is receiving for that problem.

O: (Objective information) - This is usually a note about behavior actually observed by the staff, results of laboratory tests, etc., which establishes the existence of the problem or reflects the effects of the treatment being given for that problem.

A: (Assessment) - This is the proper place for the staff member writing the progress note to indicate his or her beliefs about why the problem exists, why there should be a change in the treatment plan being used for the problem, or why the plan should remain the same.

One's speculations and clinical hunches about the problem should be listed in this category but not in another category. The doctor may use this area for recording diagnoses.

P: (Treatment Plan) - This is the place where the treatment plan for the particular problem is set down. This plan should logically flow from the assessment section above. This is the place where any changes in the treatment plan should be specified on the basis of the staff member's assessment. In those cases where no change in treatment plan is recommended, a simple statement to that effect will suffice.

E: (Education) - Recorded in this section are the efforts of the staff to educate the patient and/or his family regarding the problem and its treatment.

TEMPORARY PROBLEM: A self-limiting complaint that is expected to last only a short time.
Examples: Headache, cut finger.

ZERO "0" PROBLEM: Indicates that this notation is not a problem but a category for writing routines and making observations.

ADDENDUM B

TFAM INDIVIDUALIZED TREATMENT PLAN (TITP) OUTLINE

Student's Name _____

Unit _____

Shift _____

1. Client(s) - List name(s) of client(s) selected.

2. Problem(s)

3. Behavioral Objective(s) - Observable and specific: "The client will be able to . . ."

4. Time Required

5. Procedure(s) - List steps to be followed in sequence that will lead to achieving the behavioral objective.

6. Assessment - In terms of behavior: How you will know that the behavioral objective has been reached.

7. Staff - List team members participating in the TITP and indicate their roles.

8. Resources - Indicate proposed location. Specify space/equipment/supplies required.

9. Approval

____ A. The TITP is approved as proposed

____ B. The TITP will be approved, subject to the following modification(s):

_____

_____

_____. Resubmit.

Instructor _____ Date: _____

Doctor _____ Date: _____

Shift Supervisor _____ Date: _____

Primary Consultant _____ Date: _____

ADDENDUM C

INTEGRATIVE SEMINAR IN HUMAN SERVICES

LAB EXPERIENCE EVALUATION FORM NAME _____

	POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
1. Demonstrates an understanding of client.					
2. Demonstrates respect for client.					
3. Demonstrates flexibility in working with client.					
4. Demonstrates reliability in working with client.					
5. Is open and honest about both problems and successes.					
6. Makes good use of all resources available in working with client.					
7. Demonstrates ability to use information gained through consultation.					
8. Demonstrates ability to work well with other members of treatment team.					
9. Made reasonable progress with client.					
10. Overall rating of student's performance in Lab experience.					

Additional comments:

SIGNATURE OF CONSULTANT _____ DATE _____

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